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ABSTRACT

This Module is designed for use by guidance personnel in grades K-12 and at the postsecondary level. These include teachers, administrators, counselors, paraprofessionals, pupil personnel workers and any others who provide services to ethnic minority populations. This Module will help each participant to differentiate between behaviors that reinforce stereotypes of ethnic minority persons and behaviors that facilitate greater awareness of people as individuals, to recognize that ethnically different individuals are unique persons, to identify effects of negative stereotyping on behavior, to identify resources that can provide participants with a broader perspective on the history and culture of a given ethnic minority group, and to identify ethnic-related sterectypes present in career materials. The module is designed as a six-hour workshop. The Coordinator's Guide defines the coordinator's role and gives specific timings and directions for carrying out activities related to the workshop goals. The Guide is intended to accompany a separate participants' workbook. (Author/BP)

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career guidance staff development

COORDINATOR'S GUIDE

Eliminating Stereotypes of Ethnic Minorities Through Career Guidance

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by
Lois P. Brooks

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National Consortium on Competency-Based Staff Development

COORDINATOR'S GUIDE

ELIMINATING STEREOTYPES OF ETHNIC MINORITIES THROUGH CAREER GUIDANCE

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions. Let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated. Above all, be aware of the sensitive nature of this topic and the potential for defensive behavior. Set the ground rules: there are to be no "put-downs" of either self or others.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the Module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible, and, in most cases, the minimum time that will be needed.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over--especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the Module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the Module)

Prior to the workshop:

1. Study the Module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide. It is strongly recommended that you have prior experience in working with ethnic minority people and in leading groups.
2. Make sure all needed materials are present for the workshop. These will include a blank 5x7 card for each participant, as well as pens or pencils. You will also need to prepare some role playing cards for the activities in Sections II and III. (See those sections for specifics.)
3. Make sure that room size is adequate and arrangements are flexible. Since many of the activities are done in small groups, the best arrangement is tables with five or six chairs per table. It will also help to have a chalkboard and chalk available.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the Module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Follow the instructions in this Guide for the following:
   A. Introductory Activity
   B. Introduction: Module Goals, Objectives, and Outline and Glossary
   C. Section I: Stereotyping
   D. Section II: The Uniqueness of Individuals
   E. Section III: Negative Stereotyping
   F. Section IV: Resources
   G. Section V: Biases in Career Guidance Materials
   H. Application
   I. Appendix: Abstracts of State Projects and References

INTRODUCTORY ACTIVITY

Goal: The introductory activity is designed to introduce the topic of ethnic minorities and to allow participants to express anonymously some of their feelings regarding the topic.

Text: (10 minutes)

1. Have participants read the text.
2. Ask if there are any reactions or questions on this material.
3. Review aloud the five points at the end of the text:
   a. Self awareness is an ongoing process, not an event in time.
   b. All of us are at different points in this process of self awareness.
   c. Forced self awareness, in the sense of being *hit over the head,* is psychologically destructive, and, hence, accomplishes little.
   d. Mutual trust among group members tends to foster an increase in self awareness.
   e. The more you become aware of yourself, the better your chances are to affect positively your own life and the lives of the people with whom you work.

Activity: Share A Secret (20 minutes)

1. Have participants read the instructions.
2. Distribute 5x7 cards to participants and stress the fact that they are not to put their names on the cards.
3. Instruct participants to record "one thought about ethnic minorities that you have never (or only quite privately) before expressed to others."
4. Collect all cards, put them into a pile, and then have each participant draw a card, presumably not their own.
5. Request participants to read aloud the statements on their cards within groups no larger than 15.
6. Allow some time for reaction and discussion within the groups.

INTRODUCTION

MODULE GOALS, OBJECTIVES, OUTLINE AND GLOSSARY

1. Module Goals and Objectives (5 minutes)
   A. Have participants read the Module Goals and Objectives.
   B. Explain that this is the first of two Modules to help participants develop skills in providing career guidance for ethnic minorities. The first Module focuses on self awareness for participants; the second, on communication skills and guidance strategies.
   C. Explain that this Module assumes the participants are (will be) involved in some aspect of providing career guidance for ethnic minority students.
   D. Review each of the five Module Objectives with participants.
2. Module Outline (5 minutes)
   A. Have participants read the Module Outline.
   B. Tell participants that they will be involved in five sessions. Each of these sessions will have basic information presented in the text and will have an activity to help participants apply the information to themselves and ultimately to the people with whom they work. The five sessions are:
      1. Stereotyping
      2. The Uniqueness of Individuals
      3. Negative Stereotyping
      4. Resources
      5. Biases in Career Guidance Materials.
   C. Tell participants that they will also participate in an Application which will give them the opportunity to apply the information from all five sessions to their situations.
3. Glossary (5 minutes)
   A. Have participants read the Glossary.
   B. Answer questions participants may have about the meaning of any of the terms in the Glossary.

STEREOTYPING

Goal: This session is designed to help participants understand the concept of "stereotyping" and to differentiate between blocking behaviors that reinforce stereotypes and facilitating behaviors that break down stereotypes.

Text: (10 minutes)

1. Select one participant to help you read aloud the text. Have the participant read Bill's part in the dialogue section and help you read aloud the "Blocking Behaviors" and the "Facilitating Behaviors" sections.
2. Review the section on the five points of stereotyping:
   a. A stereotype is a belief that one holds that is ascribed to all members of an ethnic minority.
   b. It may be real or unreal.
   c. It does not give a complete picture of an ethnic minority group.
   d. It does not take into consideration individual or group differences.
   e. It does not include the fact that many majority group members share the same characteristics.
3. Tell participants that they will now participate in an activity that illustrates stereotypes, blocking behaviors, and facilitating behaviors.

Activity: (35 minutes)

1. Have participants read the instructions for this activity.
2. Ask a female participant to read aloud the five incidents.
3. Have participants get into small groups (five to seven persons in each group, if possible).
4. Ask them to identify five stereotypes present in these incidents and record them on the "Stereotype" sheet.
5. Ask participants to identify five blocking behaviors present in these incidents and record them on the "Blocking Behaviors" sheet.

6. Ask participants to identify five facilitating behaviors present in these incidents and record them on the "Facilitating Behaviors" sheet.
7. In their small groups, ask participants to read and react to the three discussion questions at the end of this section.

Assessment Criteria:

1. The "Stereotype," "Blocking Behaviors" and "Facilitating Behaviors" forms are the evaluation for this section.
2. Collect all three forms from each participant.
3. Compare their answers with those listed below. Participants should have identified at least five in each category. These might include:

Stereotypes

a. Blacks are "odd," "different," etc.
b. Blacks cannot afford the luxury of traveling, are poor, etc.
c. Minorities are not college educated.
d. Male Latino's are sexually aggressive.
e. "Native Americans" are "Indians."
f. Blacks do not attend symphony concerts.
g. Minorities are not teachers in schools when the majority of the student population is from the majority group.
h. It is difficult to talk to and make friends with ethnic minorities.

Blocking Behaviors

a Laughing at minorities.
b. Talking about, rather than to, minorities.
c. Making generalized statements about minorities.
d. Avoiding contact with minorities.
e. Excluding minorities from the group.
f. Having a patronizing attitude toward minorities.
g. Interrupting minorities when they are talking.
h. Not being honest with expression of feelings.
i. Making trite conversation.

Facilitating Behaviors

a. Taking risks
b. Being direct and open in interactions
c. Being willing to examine own motives
d. Looking at people as individuals
e. Having a sincere interest in understanding another's culture.
f. Expressing honest feelings
g. Looking at the minority person's point of view.

THE UNIQUENESS OF INDIVIDUALS

Goal: This session is designed to help participants recognize that every individual is uniquely different, and that a wide range of differences exists among members of any ethnic minority group. The activity will allow participants to observe some differences among an ethnic minority group.

Text: (5 minutes)

1. Select a participant to help you read the text aloud. Have that participant read the two sections in italics that are in boxes.
2. Tell participants they will now observe a role playing activity in which they will be able to note differences among a group of Latino students.

Activity: (40 minutes)

1. Have participants read the instructions for this activity.
2. Describe the role playing situation. "A counselor at Kennedy High School has a planned program for seeing all eleventh-grade ethnic minority students in small groups to help them clarify their educational and career goals. This particular group is composed of five Latino students."
3. Select one participant to role play the high school counselor and five participants to role play eleventh-grade Latino students. Note: the actual ethnic backgrounds of those participants selected for this activity makes no difference to the outcomes.
4. Give each of these six participants a role playing card that provides some background data on the person they are playing. This information is seen only by them. The information to be placed on these cards is found on pages 11 and 12 in this Guide. Additional information on each student is found in the Module.
5. The remaining participants are observers. Assign each of them a specific "student" to observe. As much as possible, assign equal numbers of observers to each "student."

6. Give all observers enough time to familarize themselves with the data (that is in the Module) on the "student" they are observing.
7. Instruct the observers to write down their observations during the role playing situation on the "Observation Sheet." Make sure participants sit near the student they are observing: A, B, C, D, or E. No one is to observe the counselor or his/her counseling techniques. This fact may need to be stated.
8. Each of the "students" in the role play situation should be clearly identifiable by all participants and observers as "student A," "student B," etc.
9. Begin the role playing situation. Suggest that each role playing participant use her/his own name.
10. Use your judgment as to termination of the role play, but 15 minutes should be sufficient time.
11. Upon termination of the role play have observers form groups of five. Each group should consist of participants who observed a different "student." The role playing participants form their own group.
12. Have each group complete the "Group Picture" form.

Assessment Criteria:

1. The "Group Picture" form is the evaluation for this section.
2. Collect a "Group Picture" form from each group.
3. Compare the forms from all of the groups with each other.
4. The criteria for successful completion of this activity are as follows:
   A. Question 1: the form from each group should match all other forms for at least three of the students in each of the five categories (A through E).
   B. Question 2: the forms should match each other on at least two of the three areas listed.
   C. Question 3: the forms should match each other on at least two of the three areas listed.

Information on the Role Playing Cards:

Counselor

Your role as counselor is to help these students:

1. Clarify their career goals.
2. Examine their career goals in a realistic manner.
3. Understand what steps need to be taken to implement these goals.
4. Examine any conflicts involved in their career decisions.

Try not to let your values get in the way, or to moralize.

Student A--Male

You live in a close-knit family unit. Your parents are proud of their family business and are expecting you to take it over one day. You, however, want to go on to college and become an architect. Your parents do not understand this occupational choice of yours.

You want to get a good-paying, part-time job to defray college expenses. Your parents, however, expect you to work in their store. They pay you for your work but only $1.00 per hour. You are a conscientious worker, both at school and in the store.

Student B--Male

Your parents do not get along well, and there is constant turmoil at home. Your mother dreams of returning to Puerto Rico to live there permanently. She has never mastered the English language. Throughout your school years you have frequently been in trouble with teachers--most of it minor. Your father, however, has always "bailed you out" with the school authorities.

You have little idea what you want out of life other than "having a good time" and "girls." Your father wants you to attend college, but you are tired of school. You want to leave home, and college is one acceptable way of doing so. If you do decide to go on to college, you have no idea what curriculum you would select.

Student C--Male

Your father left home when you were a young child. Your mother remarried when you were 8 years old. Your relationship with your step-father is less than ideal, but tolerable. You have the capability to succeed in college but no desire to attend. You have never really enjoyed school.

You dream of owning your own business one day but have no idea what kind of business. Your parents see this as unrealistic because of the capital outlay involved. They want you to find employment in a nice steady job, settle down and raise a family.

Student D--Female

Your mother died when you were a young child; your father remarried when you were 12 years old. Both of your parents were born in Puerto Rico, your step-mother in the U.S. There is a great deal of friction between you and your step-mother, and so you want to leave home.

You have a "wild dream" of attending State University away from home and becoming a nurse. Your father, however, wants you to finish high school and live at home until you get married. He also "claims" that he does not have money to send you to college.

Student E--Female

You are the youngest of three girls; your two older sisters are married and have families. Your parents came to the U.S. when they were young children and do not speak English very well. They are hoping that you will finish high school and get a nice quiet job until you get married to a "nice Latino" man.

You have no interest in getting a job or in getting married. Your dream is to "travel around the world" with your boy friend for a couple of years. Your parents do not like your current boy friend and they would disown you if you lived with any man outside of marriage.

NEGATIVE STEREOTYPING

Goal: This session is designed to help participants recognize the effects that negative stereotyping has on behavior. The activity will allow participants both to experience and observe negative stereotyping.

Text: (15 minutes)

1. In groups of five or six have participants read and react to the text.
2. Tell participants they will now participate in a job interview activity to allow them to experience and observe negative stereotyping.

Activity: (30 minutes)

1. Have participants read the instructions for this activity.
2. Have participants form triads.
3. Instruct participants as follows: "This is a series of three job interview situations. In each case the interviewer is from the majority population and the interviewee is from an ethnic minority population. In the first interview, the ethnic minority interviewee is Latino, in the second is Native American, and in the third is Black. In each situation the interviewer had not expected an ethnic minority applicant."
4. Have each triad decide which person will be interviewer, interviewee and observer for each of the three interviews. They should plan to rotate these roles.
5. Tell participants that each interview will take no longer than five minutes. During that time the observers are to write down their observations on the "Observation Sheet." Observations are not to be shared until all three interviews are completed.
6. Distribute role playing cards to interviewers and interviewees before the start of each interview. Only that participant may see the information on that card. The information to be placed on these cards is found on pages 14-16 in this Guide.

7. At the completion of the three interviews ask that participants share their observations with each other in their triads.

Assessment Criteria:

1. The "Observation Sheet" is the criterion for evaluation for this section.
2. In each of the three situations check to see whether or not the stereotype involved was correctly identified.
3. In each of the three situations participants must agree on at least two behaviors that were exhibited by the interviewee and on the ways they felt the behaviors influenced the interview.

Information on the Role Playing Cards

Situation A--Interviewer

1. You are interviewing applicants for an available broadcasting position at your radio station, WBCD, which you own and operate with a staff of ten people.
2. The individual you are interviewing is Cuban and has an accent.
3. You will not hire anyone with an accent. You have your own standards for acceptable enunciation.
4. During this interview do not reveal that you will not hire the person because of the accent. Use some other reason. You may, if you wish, offer him/her a lesser position at WBCD.

Situation A--Interviewee

1. You are seeking a position as a broadcaster at WBCD, a radio station locally owned and operated by the interviewer.
2. You are Cuban, have had college experience in radio broadcasting, and hold a degree in mass communications from a University.
3. You have an accent; however, you are articulate in English.
4. You feel that you are well qualified for the job.

Situation B--Interviewer

1. You are interviewing applicants for a bartending position at your rather high-priced, plush lounge.
2. You won't hire anyone who you suspect might drink while on the job.

3. The individual you are interviewing is an Indian who you "know" would be too tempted to drink and could not stop drinking after one "sip."
4. During this session do not openly declare your real reason (Indians cannot help themselves when they start drinking) for not hiring this individual for the bartending job. You may, if you wish, inform him/her of a job opening in a factory on the other side of town.

Situation B--Interviewee

1. You are seeking a job as a bartender in a high-priced, plush lounge.
2. You are a Native American individual who has completed a course of study for bartending. You have the credentials but no experience at tending bar.
3. You feel that you are well qualified for the job because of your wide range of work experiences, your certification in bartending, and the fact that you get along very well with people.
4. If your interviewer calls you an Indian, correct him/her to Native American.

Situation C--Interviewer

1. You are interviewing applicants for a position as an advertising soliciter at your weekly newspaper.
2. The individual you are interviewing is Black. Since the residents of the community your newspaper serves are mostly from the majority population, you have never before interviewed, or hired, a Black person.
3. You are looking for an individual who can relate well with business people, for you are dependent upon their advertising business. You are also looking for an individual who is both aggressive on the job and prompt in meeting deadlines.
4. At some point in the interview confront the interviewee with your doubts about hiring her/him because of race.

5. Finally, decide to "take a chance" and hire the individual.

Situation C--Interviewee

1. You are seeking a job as an advertising soliciter for a weekly newspaper in a majority population community.
2. You are a Black American who has had a wide range of newspaper experiences on a Black newspaper in another part of the country. You have recently moved to this area.
3. You feel that you are eminently well qualified for the job and know you would do an excellent job. You are ambitious, hard working, make friends easily, and know the newspaper business.

Goal: This session is designed to provide participants with a method for seeking further information on the cultural backgrounds of ethnic minorities as well as make them aware of some potential informational resources.

Text: (15 minutes)

1. Select a participant to help you read the text aloud. Have that participant read the four points under the "Effects" section and the four boxed statements at the end of the text.
2. As a total group have participants suggest materials about ethnic minority groups, or people they know who are knowledgeable about ethnic minority groups. Select one participant to write down all suggestions on material resources and another participant to write down all suggestions on people resources. It is suggested that they write the information on a chalkboard.
3. Tell participants they will now participate in an activity that will help them to clarify these and other resources.

Activity: (30 minutes)

1. Have participants read the instructions for this activity.
2. Divide participants into groups of about ten each. Try to group them according to interest and knowledge, putting those more interested in and knowledgable about people resources together, and those more interested in and knowledgable about material resources together.
3. Have each group answer all questions on either the "Material Resources Group Questions" form or the "People Resources Group Questions" form. Each group will complete only one form, not both.
4. Some resource materials for Question 3 on the "Materials Resources Group Questions" form may be found in the Module following that form, as well as in the Appendix.
5. Have the total group reassemble. Request an oral report from each group.

Assessment Criteria:

1. The "Material Resources Group Questions" and the "People Resources Group Questions" forms are the evaluation for this section.
2. Collect one form from each group.
3. Successful completion of this objective requires that each group provide on their forms answers to each of the four statements at the end of the section of text in the Module on page 37.

BIASES IN CAREER GUIDANCE MATERIALS

Goal: This session is designed to help participants identify bias toward ethnic minorities in career materials. The activity will provide the opportunity for participants to evaluate an occupational brief for bias.

Text: (15 minutes)

1. Select one participant to help you read the text. Have the participant read the seven points listed under "Pictures in Career Materials." As s/he reads, have another participant write a key word(s) on the chalkboard for each of the seven points. You may need some general discussion on each point to determine the key word(s). For example, the key word for the first of the seven points might be "balance" or "fair representation."
2. Tell participants they will now participate in an activity to evaluate an occupational brief.

Activity: (30 minutes)

1. Ask participants to read the instructions for this activity.
2. Divide participants into groups of about five.
3. Have participants *thoroughly* read the occupational brief, *The Travel Agent*, then discuss and individually complete the "Career Brief Evaluation" Form.

Assessment Criteria:

1. The "Career Brief Evaluation" form is the evaluation for this section.
2. Collect the "Career Brief Evaluation" form from each participant.
3. For successful completion of this activity, each participant should identify at least five biases or stereotypes present in the occupational brief. These five might include:
   a. Reference made to "proper attire"
   b. No reference made to ethnic minorities as travel agents.
   c. No appropriate balance of majority and minority.
   d. The one minority person on the "outside" looking "in."

e. The one minority person not an integrated part of the total brief.

f. The lack of self confidence in the minority person, in contrast to the confidence of the majority persons.

APPLICATION

Goal: The Application is designed to help participants personalize the knowledge and skills they have learned in this Module.

Directions: (60 minutes)

1. Read introductory statement to participants.
2. Have participants form even-numbered groups of four or six, and do the following:
   a. Section I. Have participants respond to the questions and share the information within their groups.
   b. Section II. Have participants break into pairs and complete the form.
   c. Section III. Have participants remain in the same pairs, complete the question individually, and then share the information with their partners.
   d. Sections IV and V. Have participants complete the forms individually.

MODULE WRAP UP

Goal: Describe Abstracts of State Projects and References, and answer any final questions which the participants may have.

Directions: (30 minutes)

1. Describe the Abstracts of State Projects and References to participants.
2. Have a brief open discussion on any question which participants have about the Module.